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ABSTRACT

This practicum was developed to involve Hispanic parents in a middle school where Hispanic parent involvement was nonexistent. Thirty at-risk Hispanic eighth graders in an urban middle school were identified by the eighth-grade guidance counselor as in danger of not being promoted to the ninth grade. The objectives of this practicum were that 30% of the Hispanic parents will attend one of three parent meetings; the academic performance of the target students will improve; the amount of homework completed will increase; and personal contact will be made with 75% of the targeted parents. Parents were called every Sunday night to discuss the progress of the students. A different homework hint was mailed to the parents every week for 10 weeks. Tutoring was available to the targeted students every Tuesday after school. The students kept a daily homework log for 12 weeks. Teachers filled out a weekly progress report for the targeted students. The results showed that Hispanic parents were willing to get involved in their students' education if communication was in the native language. Also, initial contacts needed to be less formal to avoid intimidating parents. Appendices include homework hints, a program description, a parent survey, and forms translated into Spanish. (Author)

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ED 374 189

FOSTERING AND MANAGING HISPANIC PARENT INVOLVEMENT IN AN URBAN MIDDLE SCHOOL

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A Practicum Report

Submitted to the University of the Abraham S. Fischer
Center for the advancement of Education of Nova
University in partial fulfillment of the
requirements for the degree of
Educational Specialist

May 1994

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Abstract

Fostering and Managing Hispanic Parent Involvement in an Urban Middle School.
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Descriptors: Hispanic Dropout/Hispanic Dropout Prevention/Hispanic At Risk/Hispanic Parent Involvement

This practicum was developed to involve Hispanic parents in a middle school where Hispanic parent involvement was non-existent. Thirty at-risk Hispanic eighth graders in an urban middle school were identified by the eighth grade guidance counselor as in danger of not being promoted to the ninth grade. The objectives of this practicum were: 30% of the Hispanic parents will attend one of three parent meetings; the academic performance of the target students will improve; the amount of homework completed will increase; and personal contact will be made with 75% of the targeted parents. Parents were called every Sunday night to discuss the progress of the students. A different homework hint was mailed to the parents every week for ten weeks. Tutoring was available to the targeted students every Tuesday after school. The students kept a daily homework log for twelve weeks. Teachers filled out a weekly progress report for the targeted students. The writer of this practicum fostered and managed parent involvement by meeting with parents, students, teachers, the eighth grade counselor, the ninth grade counselor and the middle school principal. The writer coordinated the interaction between all of the parties mentioned. The results showed that Hispanic parents were willing to get involved in their students' education if communication was in the native language. Also, initial contacts needed to be less formal to avoid intimidating parents. Appendices include homework hints, program description, parent survey, and forms all translated into Spanish.

Authorship Statement/Document Release

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Practicum Title Fostering and Managing Hispanic Parent Involvement in an Urban Middle School

Student's Name Daniel J. Scaringi

Project Site Bradenton Middle School Date 6-7-94

Observer's Name Diane Vickers (please print) Diane Vickers (please sign)

Observer's position Guidance Counselor Phone # 813-741-3348

Observer's comment on impact of project (handwritten):

Our middle school realizes the need to reach our Hispanic population (approximately 12% of the total student body. We need to provide parents with forms and letters which they can read. A Spanish speaking educator needs to make initial contact with the Hispanic family via telephone or a home visit to explain school policies and procedures. We need to provide meetings in Spanish at more flexible times. Due to the lack of achievement and drop out rate of Hispanic students, it is important to involve parents in the education of their students.

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NAME OF ADVISOR

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Advisor's Signature

Date

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CHAPTER 1

Purpose

Background

The setting for this practicum was a middle school in a small city along the central west coast of Florida. It was one of six middle schools in a county with a growing population of 224,000 residents. The enrollment of this school for the 1993-1994 school year was 1,156 students. There were 456 students in the sixth grade, 400 students in the seventh grade and 30 students in the eight grade. The racial breakdown of the school was as follows: 50% White, 38% African American, 12% Hispanic and one student was Asian. The mobility rate at this school was 52%. There were 110 migrants students attending this school. There were 52 current migrants and 58 former migrants. A former migrant is reclassified as a current migrant when a move is made.

Tourism, agriculture and manufacturing were the primary sources of employment in this area. The students' socioeconomic background ranged from middle class to at or below the poverty level. The school housed grades six through eight. The students were grouped heterogeneously, except for those placed in special programs such as

gifted, emotionally handicapped, special learning disabled, English for speakers of other languages (ESOL), a strong dropout prevention program, and two in school suspension programs. The average class size was 25 students.

The school staff consisted of 54 teachers, 26 support staff and 4 administrators. The racial breakdown of the teaching staff was 45 white and 9 black. The percentage of teachers by degree level were 74.1 percent hold a Bachelor's degree, 24.1 percent held a Master's degree, and 1.9 percent held a Doctorate degree.

Parent Involvement at this school was almost non existent. During the first Parent Teacher Organization (PTO) meeting this year, no parents attended. At Back-To-School Night, an open house at the beginning of the year, there was no attendance by parents of limited English proficient (LEP) students. There were no Spanish speaking administrators or support staff at the school to provide outreach to the Hispanic Community.

The writer of this practicum is currently in the fifteenth year of teaching and in the tenth year of employment in this district. The writer holds a Masters of Science degree in Bilingual Education. The writer does not work at this school site. The writer teaches Spanish and ESOL at a high school in this district.

Problem Statement

The United States Bureau of Census has predicted that Hispanics will be the top minority in the United States in the year 2010. The Hispanic population of the United States, taken in the 1990 census, was 22,354,000. The 1990 census also showed that Florida's Hispanic population was 1,574,000. The Hispanic population in Manatee county, according to the Florida 1993 State Profile, was 12,170. According to the Florida 1993 State Profile, the growth in the Hispanic population is due to immigration and a high birth rate. The United States Bureau of Census predicts that by the year 2050 the Hispanic population will approach 25% of the total United States population. The continuous growth of the Hispanic population has had a major impact on school systems around the United States. Most school systems were not prepared and many are still not prepared for large numbers of students who come from families where English is not spoken at home. Thus, Hispanic students enter schools traditionally designed to educate students of middle class families. The values, expectations and environments of schools many times may not be the same as the home. Schools need to communicate with and involve parents who speak a language other than English. Schools also need to bridge the cultural gap. Traditional ways of involving parents have failed at this school as in schools around the country. This year no Hispanic parents attended the Parent Teacher Organization meetings. In addition, no parents of limited English proficient (LEP) students attended Back-To- School night.

Parent involvement impacts student achievement. When there is communication between the home and the school, students benefit. the benefits are improved academic achievement, improved student behavior, greater student motivation, more regular attendance, lower student dropout rate, a more positive attitude towards homework and increased parent and community support (Hester, 1989). According to Hester (1989), parents also benefit as well. Hester says that parents have a greater appreciation of their role in their child's education. Parents also develop greater self esteem, networking and sometimes a desire to continue their education.

With so much to gain, why are not more parents and especially Hispanic parents more involved in their students' education? In 1988, a federally sponsored poll of 25,000 parents found that 50% of parents responded that they had initiated contact with the school about their child's academic performance. Another 33% initiated contact about their child's academic progress. The results showed that parents with higher income and education were more likely to have initiated contact with the school. Many Hispanic parents speak no English or are limited English proficient. Many also have not completed high school or have no education at all, even in their native language. Large numbers of Hispanics live at or below the poverty level. The number of Hispanic children living at the poverty level according to the United States Census in 1990 was 38.4 percent. The overall number of children, in 1990, living

in poverty in the United states was 20.8 percent. Poverty also has its impact on education. Poverty is associated with increased health problems due to lack of medical care, deprivation and a lack of readiness skills for school. Schools cannot change adverse social conditions in a community, but if schools want to raise student achievement the home school liaison and parent involvement must be a priority (Ziegler, 1987).

Thirty Hispanic eighth graders were identified by the eighth grade counselor at the end of the first semester as in danger of being retained in the eighth grade. The criteria for this selection was if a student had two or more F's in any academic subject. This year students with two or more F's in any academic subject will be required to attend and pass a mandatory alternative five week summer school program to be promoted to the ninth grade. In the past, these students were administratively passed on to the ninth grade because of age. These students are automatically at risk because of one or more of the following reasons: poor academic skills, poor study skills, no homework or poor homework, and poor attendance.

Nicolau and Ramos (1990) conducted a Hispanic Policy Development Project in New York City over three years. After three years of research they had two significant findings. The first was that successful education requires that both schools and families work together as partners. The second finding was that the interaction between poor Hispanic parents and the schools that their children

attended was low to non existent.

The number of poor Hispanic students is increasing every year in districts around the country. The census bureau predicts the number to grow dramatically for many decades. Hispanic students in large numbers demonstrate a lack of success in schools in this district as well as around the nation. Studies show that there is a correlation between parent involvement and student achievement. Schools need to increase the level of parent involvement and communication in the Hispanic community. A major discrepancy is evidenced by the fact that 30 Hispanic eighth graders have been identified as being in danger of not being promoted to the ninth grade and there is no parent involvement or communication to help these students overcome their difficulties. According to Mc Gilvra, a Migrant Resource Specialist in this county, a Hispanic parent involvement program would be considered very successful if 50% of the parents attended at least one meeting in a school year.

The students identified are typically 14 years or older, but will no longer be administratively promoted to the ninth grade. The older a student gets the less likely the student will remain in school and graduate. These students need to improve their academic skills, study skills, complete homework assignments every night and attend school regularly to be promoted and to be successful in high school. If there is no intervention all of these students will be required to attend a

mandatory summer school program with no guarantee that they will pass. In addition, the summer program, as well intentioned as it may be, will still lack the parent involvement which research indicates is a major factor in raising student achievement.

Outcome Objectives

The target group was the 30 Hispanic eighth grade students in a middle school who were failing two or more academic subjects at the end of the first semester or those students who were failing the same subject that they had failed in sixth and seventh grade. The target population of Hispanic students ranged from limited English proficient (LEP) to fully English proficient (FEP).

The intent of this practicum was to design an educational support program involving students, parents and the school which will assist students in successfully completing the eighth grade without having to attend a mandatory summer school session. The results were evaluated by measuring (1) improved academic performance of the students, (2) improved parent attendance to parent meetings, (3) an increase in the amount of homework completed, (4) increased effort by the school to communicate with parents of the targeted students and greater parent awareness and involvement in the targeted students' educational status and progress. The proposed objectives were:

Objective I

After a period of 12 weeks 50 percent of the targeted students will have shown improved academic progress in the subjects that they are failing as evidenced by mid quarter progress reports and report cards.

Objective II

After a period of 12 weeks 30 percent of the parents will have attended at least one of three parent meetings held at school as documented on attendance sheets.

Objective III

After a period of 12 weeks 50 percent of the targeted students will have less documented teacher comments on report cards and mid quarter progress reports stating that homework is missing or poor.

Objective IV

At the end of the 12 weeks 75 percent of the parents of the targeted students will have been contacted and 50 percent of the parents will indicate on a parent survey that they have experienced more efforts on the part of the school to communicate with them in Spanish and English, regarding their student's progress (Appendix A:42).

CHAPTER II

Research and Solution Strategy

The purpose of this practicum was to increase Hispanic parent involvement. That in itself was a challenge. The additional challenge, to this writer, was to attract the Hispanic parents of the targeted eighth grade students who were in the last four months of the middle school experience. The Hispanic parents in this school had never been involved or active in the school. Usually at the beginning of the school year, there is the chance of a fresh start and an excitement in the air of a new school year. Even parents are more inclined to visit the school to meet the teachers before the problems have begun and the reports cards have not been printed. Yet, the last semester of the eighth grade is a very important time in the academic careers of the targeted students. Not only do the targeted students need to successfully complete the eighth grade, but the students also need to have the math, English and study skills necessary to be successful in high school. This is why the parents, as late in the year as it may be, must become involved in the student's education.

Student achievement is increased when parents are involved in the student's education.

The benefits of parent involvement in education is now well

> known. When families become involved in their children's education, the children's academic achievement rises and their motivation, behavior, and attendance improves. Other benefits accrue to the parents themselves and to the teachers and the school (Epstein, 1983:12).

Schools are less effective if they are not actively outreaching to the parents. It seems that large amounts of money are spent on buildings, staff, technology and materials, but if the students don't stay in school, the money is all wasted. Any money spent on personnel that can outreach to the parents and also work closely with the teachers and students at school will pay for itself.

What is parent involvement? Most educators will visualize the traditional American school experience. Parents traditionally attended Parent Teacher Association meetings, attended school plays and functions, volunteered in the booster club and attended sporing events and field trips. Many Hispanic parents don't identify with the activities in the typical American school. Language and culture become barriers to parent involvement. The culture of the school and many Hispanic homes is different. Middle class homes have the same values, expectations and environment as the school (Epstein,1983). This means that parents will not come to the school unless someone invites them. The school is not a comfortable environment for Hispanic parents. It is very important to outreach to at risk families whose children are in the most need of family

involvement programs (Liontes, 1992). Parent involvement must address the needs of Hispanic parents. Programs targeted for Hispanic parents are more effective when the native language is used and also take into consideration the education level of the parents, inflexible work schedules and childcare (Petrovich and Parsons, 1989). In order to narrow the educational gap between majority and minority groups, schools need to develop parent involvement programs that are effective and consistent (Zela-Koort and Nadine, 1990). According to Delgado-Gaitan (1991), the likelihood of Hispanic parents dealing with the educational system is dependent on the family's educational background and the amount of training the school districts provide. Therefore, schools must make a commitment to provide outreach in order to involve parents in the education of the students.

Homework is an effective area to begin a partnership between the home and the school. According to Ziegler (1987), homework is one of the most important home school communication links. Homework can be a common ground for the school liaison and the parents to begin a partnership. Parents can help teachers by making sure that the students complete homework every night. This will provide reinforcement of a school rule at home. This will begin the process of connecting the school with the home.

A practicum was implemented in 1991 in a bilingual program in an elementary school in Orlando, Florida (Costas, 1991). The objective of

this practicum was to improve the involvement of Hispanic parents of elementary students enrolled in the bilingual program. This practicum had three components. The first was to provide an interpreter to all meetings, the second was to translate all school correspondence into Spanish and the third was to conduct two parent workshops. This study found that the lack of Hispanic parent involvement was due to three factors. The three factors were lack of transportation, childcare, and the limited English proficiency of the parents.

This practicum was implemented over an eleven week period in 1991. In an initial survey given to Hispanic parents, 69 out of a total of 108 stated that the parents had not attended any Parent Teacher Association meetings. Another survey indicated that 85 out of a total of 100 responded positively to receiving school information in Spanish. This practicum concluded that the desire for parent involvement was there, but the inability to speak or understand the English language was an obstacle to participation.

At the end of the practicum implementation the three objectives were evaluated. Objective one was not successful. The objective was to have 50 percent of the Hispanic parents in the target group to participate in two parent education workshops. Only 28 parents participated. Objective two and three were met. Of the 157 post-surveys that were distributed 27 were returned. The practicum stated that objective two was met because 24 out of 27 post-surveys stated positively about

receiving school information translated into Spanish. Objective three was also met, according to the practicum, because an interpreter was present at all parent Teacher Association meetings.

The conclusion of this study was that parents feel less alienated when all school literature is translated into the native language and when interpreters are present at meetings and conferences.

Nicolau and Ramos worked on the Hispanic Policy Development Project in New York City. The Hispanic Policy Development Project studies the process of actually recruiting at risk parents. The finding of this study was that a partnership needs to be created between the parents and the school. Schools need to make a commitment to involve parents. The school has to want to make it work and outreach is a part of this commitment. Nicolau- and Ramos (1990) say that committed leadership is important in maintaining a partnership between the school and the parents. Large sums of money are not necessary to overcome the cultural and social barrier between Hispanic parents and the school (Nicolau and Ramos, 1990). The school must be flexible because what attracts mainstream parents often fails to attract poor Hispanic parents. Schools need to know the community. New techniques need to be implemented to attract and involve Hispanic parents (Nicolau and Ramos, 1990).

Effective ways to outreach to Hispanic parents are strong personal outreach, warm non-judgemental communication, and the ability to

convey respect for the parents views and culture (Nicolau and Ramos 1990). Many Hispanic parents will not respond to a school letter even if it is written in Spanish. The personal touch is more effective with many Hispanic parents. Home contacts by a bilingual school liaison is important. Nicolau and Ramos (1990) mention that the bilingual person does not have to be Hispanic. According to Nicolau and Ramos (1990), two of the most successful partnerships in New York City were led by a Chinese principal, in one program, and an Anglo principal, in the other. It was added that both principals spoke Spanish.

The finding of Nicolau and Ramos does not recommend outreach for a staff member during the staff member's spare time. The findings also say that the outreach activity must have the support of the principal and the teachers. If parents are encouraged to come to school, parents must be welcomed and involved in the school. Another finding by Nicolau and Ramos (1990) is that all programs that lacked the support of the principals and teachers in The Hispanic Policy Development Project were unsuccessful in increasing Hispanic parent involvement.

The number of limited English proficient (LEP) students grew dramatically at Southeast High School in Bradenton, Florida in the years 1988 and 1989. The county English for speakers of other languages (ESOL) resource specialist, in cooperation with the school, wrote a drop out prevention grant to better meet the needs of the LEP students. Adams (1993) in a telephone conversation, stated that Hispanic parent

involvement at this school was non-existent. Adams stated that most Hispanic parents are afraid to go to the school because of the inability to speak or understand English. Adams also added that many Hispanic parents lack any prior school experience.

The position of social educator was written into the grant. This position required a person to be bilingual and to have a minimum of two years of college. Adams stated that the social educator was a pivotal point in the program. The social educator was the final extender in that it allowed for the school to come into the home. Adams also used the term "school ambassador" as a descriptor for the social educator. The schools spend large amounts of money on buildings, staff and materials. The social educator is a key ingredient to include the parents in the education of the students. The social educator maintained communication with the parents through home visits, monthly parent meetings, in school conferences, phone calls and registration of students. According to Adams, the social educator was essential to the success of the program.

The objective of the grant was to keep 70 percent of the targeted students in school for the school year 1990-91. All 65 of the targeted students were LEP. Approximately 70 percent of the targeted students were migrants and 21 students were retrievals. Retrievals are students who have been out of school one or more semesters. At the end of the year the final report showed that the program was a success. The program kept 94 percent of the targeted students in school all year.

The home school communication was initiated and maintained by the social educator. The parents of the targeted students who had never attended parent meetings were more inclined to go to school because an effort was made by the school to go to the home and to communicate in Spanish. As a result of the efforts of the social educator, parents came to school meetings as evidenced by the monthly agendas and sign in sheets. Parents also frequently called school and made school visits knowing that a bilingual social educator was at the school site to greet the parents and to translate. The school became a more positive experience for parents who did not speak English. This translated into higher achievement, better attendance and improved discipline.

A four year study on parent involvement was done by Delgado-Gaitan (1991) in Carpinteria, California. Carpinteria is a community about 25 miles south of Santa Barbara. The target group was 100 Hispanic families who had children in grades 1-12. All of the families were Spanish speaking who work in migratory related industries. The program required the director to meet with the families three or four times a year to inform the parents of activities. The director usually met with the parents every two months. Only about 10 to 20 percent of the parents would usually attend. The meetings were held in the evening and child care was provided.

The director organized and scheduled all the meetings. Topics that were deemed important were presented to the parents. Often guest

speakers were invited. Even though most parents felt that the topics were important to them approximately 70 to 90 percent of the parents did not attend the school meetings.

The director provided a list of all the parents. Parents that usually attend meeting were contacted to form a committee of Spanish speaking parents. The active parents formed a group called COPLA, an acronym for Comite de Padres Latinos, or Committee of Latin Parents. The purpose of COPLA was for parents to learn from each other so that the parents could help the children.

The study found that by empowering the active parents, greater parent involvement was achieved, but in a non-traditional way. The objective was not to increase the number of parents involved, but to empower the parents already involved. Central to the empowerment of the Carpinteria parent group is the concept of the "critical reflection process" (Delgado-Gaitan,1991:34). The parents were guided to reflect on many topics such as self, family, values, institution policies to name a few. The parents based the group's awareness of the shared experiences as a basis for collective action (Delgado-Gaitan,1991). The COPLA system allowed a framework for schools and parents to communicate. COPLA would go to school meetings as well as district meetings. The parent awareness acitivities made the parents realize that there was a need for parent training to better communicate with the school.

The parents involved felt that the program was successful for them. The parents felt that teachers needed training to learn how to better communicate with the parents. COPLA helped to provide more active involvement for under-represented parents.

Summary

The Orlando practicum (Costas, 1991), provided for interpreters at each Parent Teacher Association meeting and the translation of all letters and forms into Spanish. This solution was not chosen by the writer of this practicum because a more assertive action was needed in the writer's situation. The parent involvement program in Carpinteria, California involved a small number of already active parents over a long period of time and put the parents through empowerment training. This model did not answer the need of the writer to contact all parents in a short period of time. The drop out prevention program at Southeast High School involved using a full time social educator. The bilingual social educator made home visits and organized meetings at school. The writer did not have a full time social educator to help with the implementation of this practicum. The writer performed the duties of the social educator on a limited basis. The Hispanic Policy Development Project and the Southeast High School Program both placed emphasis on home visits. The Project did not recommend that a staff member make home visits

during spare time. The writer made home visits with the parents or guardians of the 30 targeted students after work hours. The writer felt that the evening would be the most opportune time to make contact with the parents. This writer made home visits after work hours, contacted the parents or guardians by phone once a week, and provided tutoring for the 30 targeted students once a week. Despite the recommendation from the Hispanic Policy Development Project not to make home visits during spare time, the writer's workload was limited to the target students only.

Solution Strategy

Five solution strategies were chosen, based on the Hispanic Policy Development Project Study and the Southeast High School Drop Out Prevention Program, to increase Hispanic Parent Involvement. First, the writer made initial contact home visits in the evening. Second, the writer telephoned contacted parents every Sunday night to maintain communication with the parents and to remind parents about tutoring every Tuesday after school. Third, the writer provided tutoring every Tuesday after school for the targeted students. Fourth, homework hints were translated into Spanish and were mailed home each week. Fifth, three parent meetings were held at school. The first two were initial contact meetings. The third meeting was to provide information about high school and high school requirements in Spanish. Sixth, the

targeted students spent a morning with the writer in the media center to receive career orientation. The high school guidance counselor was also present to discuss high school courses and credits. The writer translated the presentation.

The writer's task was to manage the interaction between the parents, the students, the principal, the guidance counselor and the teachers. The writer met with all groups involved to explain the program and to invite cooperation and participation. The cooperation of each group was necessary to encourage parent involvement at this school site. Parents played an important role in the implementation of this practicum.

CHAPTER III

Method

This practicum was implemented over a thirteen (13) week period of time. The primary participants were the 30 targeted eighth grade students, the parents of the targeted students, the eighth grade guidance counselor, and the writer of this practicum. The writer was responsible for initiating and organizing all activities in the practicum implementation. The writer notified, in Spanish, the parents of the target group that the students were in danger of not being promoted to the ninth grade, mailed the parents a weekly homework hint in Spanish, telephoned parents every Sunday night, provided tutoring for the students every Tuesday after school, arranged a morning for a career workshop and high school orientation, and held three parents meetings at school. The writer managed the interaction between the students, parents, teachers and the guidance counselor.

The strategies were specifically designed for this practicum site. The program was offered at no cost to the students or the parents. Program assessments were based on parent attendance at meetings, post parent implementation survey results, documentation of grades and comments on report cards and progress reports.

Week 1

During week one the writer translated into Spanish the principal's letter (Appendix B:44), a description of the program for students in danger of failing the eighth grade (Appendix C:46) and an initial contract (Appendix D:48) to be signed at the time of initial contact with the parents. These forms were mailed out to the parents of identified students inviting them to attend one of two information meetings next week to be conducted in Spanish by the writer. In addition, the writer met with the principal and the eighth grade guidance counselor to review the objectives of this practicum. The writer met with the teachers, at a faculty meeting, to foster cooperation in checking the daily homework notebook and filling out the weekly progress reports. The principal and the guidance counselor were supportive at the meeting.

Week 2

During week two the parents were called to remind them to attend one of two meetings to be conducted in Spanish. The principal greeted the parents at both meetings. The writer explained the details of the program at each meeting. Parent signed an agreement stating that the parent understands that if their student fails two or more academic subjects or the same subject in the sixth, seventh and eighth grades the student will be required to attend summer school and pass in order to be

promoted to the ninth grade. Parents were informed about tutoring provided by the writer every Tuesday after school.

The writer made a list of parents who did not attend one of two meetings. The writer visited the guidance office to get addresses and telephone numbers of the parents.

Week 3

During week three parents were called on Sunday night to remind them about tutoring on Tuesday. Then the writer encouraged parents to check their student's homework daily. On Monday students received their personalized homework notebook containing weekly homework sheets and weekly progress reports prepared by the writer. The writer began home visits to parents who have not attended the first two parent meetings. The writer presented the same information that was discussed at the parent meetings. The home visits usually lasted 20-30 minutes. Each home visit usually took an hour between travel time and home visit. The writer did not make any home visits after dark for safety reasons. At this time of year it is dark at 7:00. All home visits were made between 5:30 and 7:00. The writer attempted to make home visits on Saturday, but generally parents were not home. Most parents were not home until 5:30. One homework hint was mailed out to contacted parents (Appendix E:50). Permission was attained from the National Education Association (NEA) to translate and mail the ten homework hints the to

parents (Appendix F:52).

Week 4

During week four parents were called on Sunday night to remind them about tutoring on Tuesday after school. Parents were encouraged to ask their student, each night, for homework. This opportunity was taken to go over the weekly grades and to answer any questions that the parent may have had. A homework hint in Spanish was mailed out to the parents (Appendix G:54). Tutoring was provided Tuesday after school. The student weekly progress report was reviewed. Students were counseled to help with any difficulties. Home visits were made to parents who have not responded to letters or phone calls. Sometimes parents were not home or the addresses were not correct. Many students don't inform the school about address changes.

Week 5

During week five parents were called on Sunday night to remind them about tutoring on Tuesday after school and to check their student's homework. Parents were asked if they had any concerns to discuss. The writer encouraged the parents to visit the school. A homework hint in Spanish was mailed to parents (Appendix H:56). Tutoring was provided for students on Tuesday after school. Students were helped with their homework. The homework sheets and weekly progress reports were

checked. On Friday the eight grade guidance counselor arranged for all Hispanic eighth graders to be in the media center from 8:30-11:30. The writer of this practicum took a personal day from work to be able to conduct an activity during school hours. The writer provided career orientation activities for two hours. Then students completed a career survey. The ninth grade high school guidance counselor was invited to give ninth grade orientation to the students. The writer translated and assisted as needed.

Week 6

During week six parents were called to remind them about tutoring and to check their student's homework. Parents were also reminded to attend a parent meeting on Wednesday night at 7:00. A homework hint, translated into Spanish, was mailed home (Appendix I:58). The writer continued to provide tutoring on Tuesday after school to help students with homework and to check their homework folder. The writer conducted a parent meeting, in Spanish, on Wednesday night at 7:00 to explain high school graduation requirements to the parents. The writer conduct a mid-point evaluation of the practicum. The principal, guidance counselor, parents, students and the writer had an opportunity to meet together. The writer managed the interaction between all groups and provided translation in English and Spanish. Parents had an opportunity to address concerns. If any changes needed to made the

principal and guidance counselor were present to be able to provide assistance. The parents that were present were pleased with the steps taken by the school to help the students. No additional recommendations were made for any changes. The writer continued to make home visits because all parents had not been contacted yet. Work schedules make some parents difficult to meet with. Also, making home visits is very time consuming and required the writer to learn the complicated road system in this community.

Week 7

During week seven parents were called on Sunday night to remind them about tutoring and to check their student's homework. The writer discussed the progress of the students with the parents. The weekly homework hint, translated into Spanish, was mailed to the parents (Appendix J:60). The writer continued to provide tutoring on Tuesday after school to help students with the homework and to check the homework folder. The writer continued to make home visits to parents who have not been contacted.

Week 8

During week eight parents were called on Sunday night to remind parents about tutoring on Tuesday and to check their student's homework. A homework hint, in Spanish, was mailed to the parents

(Appendix K:62). The writer continued tutoring on Tuesday after school to help students with their homework and to check their homework folder. The writer found it necessary to continue trying to contact some parents. Parents without telephones could not be contacted. Odd working hours also were an obstacle to parent contact. The writer could not depend on mailing, because some parents were illiterate. Some students were not helpful with information. Many students move and don't place an importance in remembering information that will change.

Week 9

During week nine parents were called on Sunday night to remind them about tutoring on Tuesday and to check their students homework. The writer encouraged parents to visit the school to speak with teachers. A translator was provided if the parent wished to have a conference with a teacher. When a parent visited the guidance counselor the counselor called the writer to translate and counsel the parent in Spanish. The writer works at another school, but has a telephone in the classroom. A homework hint, in Spanish, was mailed to the parents (Appendix L:64). Tutoring continued to be provided on Tuesday after school to help students with their homework and to check their homework folder.

Week 10

During week ten parents were called on Sunday night to remind

them about tutoring on Tuesday and to check their students homework. A homework hint, in Spanish, was mailed to the parents (Appendix M:66). Tutoring continued on Tuesday to help students with their homework and to check their homework folder. The eighth grade counselor provided the writer with a copy of third quarter report cards to check the progress of the targeted students. A conference was held with the parents on the phone to discuss the quarter progress reports. Parents were encouraged to visit the school to speak with the counselor and the teachers.

Week 11

During week eleven parents were called on Sunday night to remind them about tutoring on Tuesday and to check their student's homework. A homework hint, in Spanish, was mailed to the parents (Appendix N:68). The writer continued to provide tutoring on Tuesday after school to help students with homework and to check their homework folders. The writer visited some parents who did not have a telephone to maintain contact. Some letters mailed to the parents returned to the school. The guidance counselor assisted the writer to get accurate addresses.

Week 12

During week twelve parents were called on Sunday night to

remind them about tutoring on Tuesday and to check the student's homework. The last translated homework hint was mailed to the parents (Appendix O:70). This was also be the last week that the writer provided tutoring for the targeted students. The writer called the parents to discuss the previous 12 weeks. The parents were congratulated for their involvement in their student's education. The parents were encouraged to continue the involvement for the remainder of the school year and in high school. The parents were told that a parent survey will be sent home with the students. The students were asked to return the survey to the eighth grade guidance counselor. The writer collected the surveys at the end of the week. Fifteen surveys were returned.

Week 13

During the week following the implementation of this practicum the writer met with the eighth grade guidance counselor to collect all of the data needed to do the final evaluation of this project. After reviewing grades, the parent survey (Appendix P:72), and parent attendance to meetings, the writer evaluated the effectiveness of this project and determined its success.

Materials

The materials needed were two reams of duplicating paper,

envelopes, 500 stamped envelopes, and 30 student homework folders. The writer paid for all materials. All copies were made at the writer's expense. The implementation was provided by the writer after working hours. Any school will have ready access to all of the supplies used. A parent social educator's salary can be paid for by a teaching unit, district funding or a grant.

Summary

Throughout the implementation period, the parents were involved and empowered in the academic progress of the targeted students. By communicating with the parents in the native language and on a more personal basis, the parents were more able to help their students. By consistently communicating with the parents throughout the student's academic career, middle school students may benefit by being promoted to the ninth grade with the necessary skills to be successful in high school.

CHAPTER IV

Results

The target group was made up of 30 Hispanic eighth grade students and their parents. The students were selected in January 1994 by the eighth grade guidance counselor as being in danger of not being promoted to the ninth grade. The criteria for selection was any student failing two or more academic subjects. Students failing two or more academic subjects need to attend and pass a mandatory summer school program or repeat an alternative eighth grade. Even though some parents without a telephone were not contacted weekly and all of the students didn't take advantage of the tutoring sessions, the results were based on the outcomes of all students in the target group.

Objective I

Objective I was to be considered successful if after a period of twelve (12) weeks of implementation 50 percent of the targeted students demonstrated improved academic progress in the subjects that they were failing as evidenced by the third quarter report card and the fourth quarter progress report. Forty three percent or 13 students were identified as

potentially able to be promoted to the ninth grade due to improved grades. This objective was not met, but a core of the targeted students have achieved more success in school. More students would be helped if the treatments continued for a longer period of time.

Objective II

Objective II was to be considered successful if after twelve (12) weeks of implementation 30 percent of the parents of the targeted students will have attended at least one of three parent meetings held at school as documented on the attendance sheets. This objective was met since 33 percent (10 parents) attended at lest one of three parent meetings. The parents of the targeted students have not attended any meetings at the school this year until the implementation of this practicum.

Objective III

Objective III was to be considered successful if after twelve (12) weeks of implementation 50 percent of the targeted students will have less documented teacher comments on the third quarter report card and the fourth quarter progress report stating that homework is missing or poor. This objective was not met. The original target group was 30 students. During implementation of the practicum two students migrated and two students stopped coming to school. Based on the remaining 26

students, twenty three percent had less documented teacher comments stating that homework was missing or poor. The targeted students need to develop good study skills by doing their homework every night. The writer counseled the students and the parents that one of the ways to be successful in middle school and high school is to do homework consistently. Good study habits need to be taught and reinforced.

Objective IV

Objective IV was to be considered successful if after twelve (12) weeks of implementation 75 percent of the parents of the targeted students will have been contacted and 50 percent of parents will indicate on a parent survey (AppendixP:72) that the parents have experienced more efforts on the part of the school to communicate with them in Spanish and English, regarding their student's progress. Objective IV was met. Eighty six percent (26 parents) were contacted in person by the writer at school or at the home. Parent surveys were given to the students at school to take home to the parents. Fifteen surveys were completed and returned to the school. The survey indicated that 100 percent of the parents had not attended any meeting at the school before the implementation of the practicum. The survey indicated that 100 percent of the parents felt that the school was trying harder to communicate with the home. Also, 100 percent of the parents responded that they appreciated the communication in Spanish, the weekly

telephone class, and the tutoring every Tuesday after school. The parents were also asked what the school could do to increase parent attendance to school meetings. The parents responded that meeting times need to be more flexible. Some parents work evening or get home late. Some parents preferred day meetings, because of lack of transportation and the fear of traveling at night.

CHAPTER V

Recommendations

The methods and results of this practicum will be shared with other districts in the State of Florida. An article on Hispanic Parent Involvement will be written for the Newsletter of the Office of Multicultural Education. Also the methods and results of this practicum will be shared with educators at a state Migrant Education Conference in September 1994 and at the next Gulf Tesol Conference. Finally, the methods and results will be shared with other middle schools in this district.

The first recommendation is to hire a bilingual parent social educator to bridge the home and the school. The bilingual parent social educator will make initial contacts with all parents at school or at the home, work closely with teachers and counselors, and provide tutoring after school at least two days a week. The position of parent social educator can be funded by a teaching unit, the district or a grant.

The second recommendation is that administrators need to hire bilingual receptionists to encourage parents to call the school. Hiring bilingual personnel sends a positive message to the community and the parents that the school is customer friendly.

The third recommendation is to start parent involvement

communication at the beginning of the school year. Back to school night should not be the first contact with Hispanic parents. The school needs to aggressively outreach to the parents with telephone calls and home visits. Once contact with the parent is established, it needs to be maintained throughout the year. This responsibility requires a full time bilingual parent social educator. Parent communication needs to be consistent and ongoing. Parents need to be informed about the importance of their role in the academic success of the student.

The third recommendation is to provide tutoring after school two days a week. The migrant program provides this service, but most Hispanic students are not migrant. This is the first step in parent involvement. Parents need be part of the homework activity. This forces parents to be more closely involved with the student's academic performance. Parents need to encourage the students to attend tutoring and to check to see if homework is completed. This won't happen by itself. Parent involvement will require communication with the parents and parent education. Schools cannot assume that parents know how to help their students. Parents and teachers can work as partners and build a foundation for greater communication. After school tutoring can be provided by teachers as a duty period or teachers can receive compensation time. The targeted students were disappointed when the practicum tutoring ended. Many students have not developed the discipline of doing homework at home. Tutoring also allows students to

receive some individual attention when the students don 't understand the assignments.

The parents were very appreciative of the increased effort of the school to communicate in Spanish, visit the home, and to provide tutoring. Parents were more inclined to call the writer not only about the targeted students, but about their other children who attended other schools. The parents used the writer to network with other schools. The parents started to feel empowered because communication was established, in the native language, with a person who was not considered a stranger but a friend. A stranger is someone you speak with once or twice. Too often communication with the school is to discuss a discipline problem. When you communicate weekly, a partnership and friendship development. School contact is no longer a negative but a positive experience.

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Appendices

Appendix A

Parent Survey in Spanish

Appendix A

Cuestionario

1. ¿Ha asistido usted una reunión de la escuela antes de febrero, 1994?

   Sí _____ No _____

2. ¿Ha asistido usted una reunión de la escuela después de enero, 1994?

   Sí _____ No _____

3. ¿Qué sería requerida para facilitarle que usted pueda asistir las reuniones y actividades escolares?

   _____
   _____
   _____

4. ¿Cree usted que la escuela esta tratando mejor comunicar con los padres?

   Sí _____ No _____

5. ¿Le ayudó tener un maestro que habla español visitar la casa?

   Sí _____ No _____

6. ¿Le ayudó la comunicación por teléfono todos los domingos por el maestro?

   Sí _____ No _____ No tengo teléfono _____

7. ¿Le ayudo a su hijo/a el tutorial todos los martes?

   Sí _____ No _____

Appendix B

Principal's letter to the parents of the targeted students

Appendix B

31 de enero 1,994

Estimado Padres:

Espero que esta carta los encuentre bien de salud! Un nuevo programa, PROJECT BRIDGE (PROYECTO PUENTE) se ha planeado para el verano para estudiantes del grado 8 para quienes están a punto de reprobar el octavo grado. Este programa será mandatoria para que los estudiantes pueden ser considerados para el grado 9.

Una mandatoria reunión breve para los padres de los estudiantes quienes están en peligro de reprobar ahora ha sido planeado para martes el 8 de febrero o jueves el 10 de febrero. La reunión se llevará a cabo en el West Campus Cafeteria a las 7:00 P.M.

Hagan planes para asistir a uno de este dos reuniones y traiga a su hijo/hija con usted. La descripción del programa está escrita en esta carta al proveer esta breve información para usted. Las firmas de los padres y los estudiantes serán necesarias en estos documentos antes del 15 de febrero 1994.

Los estudiantes que no terminan el programa del Project Bridge repetirán en el octavo grado.

Si tiene alguna pregunta acerca de está carta o el Project Bridge favor de contactar Daniel Scaringi. LLamar el teléfono 723-4567.

Sincéramente,

Lynette H. Edwards,
Principal

Appendix C

Information on Project Bridge is translated for the parents.

NOMBRE DEL PROGRAMA: Project Bridge

ESCUELA: Todas las escuelas intermedias - Programa del verano ubicado en la escuela Southeast High School

CLASE DE PROGRAMA PARA PREVENIR QUE DEJAN LA ESCUELA: Alternativa Educacional

DESCRIPCION DEL PROGRAMA:

- El Project Bridge fue desarrollado para reconocer el creciente problema de estudiantes quienes han sido promovido administrativamente del grado 8 al grado 9. Project Bridge es un programa escolar extendida de cinco semanas para estudiantes en el grado 8 quienes han reprobado dos o más materias durante el año regular de escuela.

METAS DEL PROGRAMA:

- Para reducir el numero de estudiantes quienes no han logrado la criteria académica para pasarlos del grado 8 al grado 9.

- Para facilitar una transición más fácil del grado 8 al grado 9 es incrementando destrezas académicas y mejorando actitudes.

CRITERIA DE ELIGIBILIDAD:

- Todos los estudiantes del grado 8 reprobando dos o más materias tienen que asistir el Programa Bridge del verano para poder ser considerado y pasar al noveno grado.

-Cada estudiante debe firmar una forma de acuerdo estudiantil y los padres deben firmar una forma de acuerdo parental antes de que el estudiante participe en este programa.

- Los estudiantes tienen que participar en un mínimo de quince (15) horas de consejos y/o tutoriales antes de empezar la escuela de verano.

- **Estudiantes eligibles quienes no exitósamente completan el Programa Bridge del verano se quedarán en el octavo grado.**

PROCEDIMIENTOS DE ADMISION PARA EL ESTUDIANTE:

- AL principio del segundo semestre, los consejeros de la escuela identificarán todos los estudiantes del octavo grado que están reprobando dos o más materias.

-Antes del 15 de febrero un consejero reunirá con todos los estudiantes y los padres que serán eligibles para explicarles acerca del programa y para que los padres y estudiantes puedan firmar los acuerdos. Estos deberán ser firmados por los estudiantes y padres antes del 6 de junio.

- A los padres se les dará una noticia por escrito de su derecho para tener un repaso administrativo de cualquier acción de acuerdo con la ubicación de su hijo/a y sus derechos a pedir una evaluación para eligibilidad de educación de estudiantes excepcionales.

- La documentación con fecha de la eligibidad específica de los estudiantes se pondrá en el archivo del estudiante.

PROCEDIMIENTOS DE OPERACION DEL PROGRAMA:

- Plan de estudio - Utilización de 54 estaciones de laboratorios de computadoras y sus redes. El plan de estudio académico se enfocará en el desarrollo de destrezas de leer, escribir y matemáticas. El Programa Bridge incluirá componentes en las destrezas de estudio y tambien del desarrollo de las destrezas sociales y personales.

- Usando un examen general de leer y como una pre-evaluación y una evaluación final el estudiante que mejorá su nivel por .**5** puntos será eligible para lograr .**5** creditos en leer de high school.

El horario diario de cada estudiante incluirá bloques iguales de:

80 minutos - WICAT laboratorio de computador
80 minutos - Actividades de Leer/Escribir y Matemáticas
80 minutos - Destrezas Social/Personal y de estudio

. . . . . .

Para más información, favor de contactar: Daniel Scaringi - 723-4567 salón de clase
722-9522 casa
Diane Vickers - Consejera del Grado 8
Middle School - 741-3348

Appendix D

The initial contract is translated for the parents of the targeted students.

Appendix D

PROJECT BRIDGE 1994 PROYECTO PUENTE

ACUERDO INICIAL

NOMBRE DEL ESTUDIANTE: _____EDAD:_____

FECHA DE NACIMIENTO:_____NUMERO DEL ESTUDIANTE:_____

DIRECCION: _____

_____

Ciudad Código Postal

PADRE O GUARDIAN:_____

ESCUELA A LA QUE ASISTE:_____GRADO (S) REPROBADO:_____

Es este estudiante eligible para un programa educacional de estudiantes excepcionales? _____Sí _____No
Si sí, cuál (es)? _____

Estudiantes con dos o más F's o quienes han reprobado la misma materia dos veces, debe completarla con éxito al asisitir el Programa Bridge en el verano para que pueda pasar al grado 9.

Yo he revisado y entiendo la criteria para el Programa Bridge en el verano. Tambien le doy permiso a mi hijo/a para asistir a la sesión de los consejos y/o a tutorial que pueden ser proveidos por candidatos del Proyecto Bridge durante el año regular de escuela.

_____ _____

Estudiante (s) / Firma del Guardian Fecha

. . . . . .

Yo he revisado y entiendo la criteria para el Programa Bridge en el verano.

_____ _____

Firma del Estudiante Fecha

Nota: Por ley del estado, cualquier padre puede requerir una evaluación de su hijo/a para educación de estudiantes excepcionales. Tambien los padres tienen el derecho de revisar la ubicación de su hijo en el programa de prevención para dejar la escuela. Si le interesa, contactar el consejero de su hijo/a.

Appendix E

Homework hint number one translated into Spanish.

Appendix E

SUGERENCIAS EN LA TAREA

- Consultar que sus hijo entiendan sus tareas. Si hay problema ayudar los atravéz de ejemplos.

- Firme y ponga la fecha de la tarea de sus hijos. Los maestros ayudan cuando ellos saben que los padres están lo suficientemente interesados para revisar la tarea y ver que está terminada.

- Guíese por las tareas que se le asignan a su hijo/a preguntandoles que quiere ver las tareas después de que el maestro las regreso. Vea los comentarios de los maestros para ver si su hijo terminó lo asignado correctamente.

- Comuníquese con el maestro si usted no le entiende a lo asignado o si su hijo tiene problemas especiales. Este es un problema común entre los padres, no dude en comunicarse con el maestro.

- **Pregunte para las tareas diariamente**. Entérese que su hijo/a tenga tarea todos los días. Para estudiantes de un nivel de primaria preguntarles por la tarea para checarla y firmarla.

- No les hagan la tarea a sus hijos , pero si ayudenlos a hacerla. Anime a sus hijos a hacer la tarea ellos mismos.

- Trate de estar en casa disponible durante la hora de la tarea para que sus hijos aprecian y valoren su trabajo como otro parte de su educación.

- Hagale saber a su hijo que hizo un buen trabajo. Apoyelo en todo que su hijo haga y comentele acerca de los progresos que ha obtenido a la misma vez esto los anima a seguir adelante.

* Translated from the NEA Pamphlet : Help Your Child Get the Most Out of Homework. 1988

Appendix F

Letter of permission from the NEA

March 16, 1994

Betty White
NEA Publishing
1201 16th Street N.W.
Washington, D.C. 20036

Dear Betty:

I am an ESOL teacher in Bradenton, Florida. I am presently completing my Ed.S. Degree at Nova-Southeastern University. I am doing my practicum on Hispanic parent involvement. I have translated the NEA Pamphlet Help Your Child Get the Most out of Homework, 1988, into Spanish. I have separated the translated pamphlet into ten parts to be mailed to parents over a ten week period. I need a signed release to be able to use the pamphlet in the implementation of my practicum. I would be very grateful if you would sign the form below. I have enclosed a self addressed envelope to return this letter to me. Thank you very much.

Sincerely,

Daniel J. Scaringi

Daniel J. Scaringi

The NEA Publishing Department gives permission for the pamphlet Help Your Child Get the Most Out of Homework to be translated and used by Daniel J. Scaringi in the implementation of the Nova-Southeastern University Practicum: Fostering and Managing Hispanic Parent Involvement in an Urban Middle School. The Implementation of this practicum will be from February 1, 1994 to June 1, 1994.

Betty White
Signature

3/23/94
Date

We trust you will give proper credit to the National Education Association and the author.

BEST COPY AVAILABLE

Appendix G

Homework hint number two translated into Spanish.

Appendix G

MIDDLE SCHOOL
(2)

Pregunta: ¿Por qué los maestros asignan la tarea?

Respuesta: Los maestros asignan la tarea para extender los tópicos de los que hablaron en la clase. Los estudios muestran que la tarea, cuando es regresada y calificada, puede mejorar los grados y logros dramáticamente. Los maestros ven la tarea como una importante unión entre la casa y la escuela. La tarea es una forma muy importante en la cual los padres se pueden mantener con lo que su hijo esta estudiando.

HAY TUTORIAL TODOS LOS MARTES DESDE LAS 2:15 HASTA LAS 4:00 EN EL SALON 300.

PIDEN EL CUADERNO DE TAREA TODOS LOS DIAS PARA VER SI SU HIJO/A TIENE TAREA.

DANIEL SCARINGI 722-9522 CASA
723-4567 SALON DE CLASE

*Translated fromthe NEA Pamphlet: Help Your Child Get the MOst Out of Homewrok, 1988

Appendix H

Homework hint number three translated into Spanish.

Appendix H

MIDDLE SCHOOL
(3)

Pregunta: ¿Cuánto tiempo deberían mis hijos pasarse haciendo tarea cada tarde o noche?

Respuesta: En los grados bajos desde el kindergarten hasta el tercer grado se les debe de dar muy poca tarea, no más que 20 minutos al día. En los grados del cuarto al sexto, un niño debería hacer tarea de 20 a 40 minutos al día.

No hay tiempo específico para estudiantes de secundaria y preparatoria. La cantidad de tarea puede variar dependiendo en las materias que el estudiante está tomando. Si usted piensa que sus hijos/as están teniendo muy poca tarea, hable con el maestro. Preguntele al maestro de sus hijos/as cuanto tiempo los maestros esperan que sus hijos/as se pasen haciendo las diarias asignaciones.

Investigue si su escuela tiene un procedimiento de tarea. Si lo tiene asegurarse que usted y su hijo/a entiendan ese procedimiento.

HAY UNA **REUNION DE PADRES** MIERCOLES EL 9 DE MARZO A LAS 7:00 P.M. QUISIERA HABLAR CON USTED SOBRE EL PROGRESO DE SU HIJO/A Y DARLE INFORMACION ACERCA DEL PROXIMO ANO.

*Translated from the NEA Pamphlet: Help Your Child Get the Most Out of Homework, 1988

Appendix I

Homework hint number four translated into Spanish.

Appendix I

MIDDLE SCHOOL
(4)

Pregunta: ¿Qué puedo hacer para ayudar a mis hijos con sus tareas?

Respuesta: Los padres pueden hacer muchas cosas para preparar a sus hijos con las tareas y nunca es muy temprano para empezar. Empezando cuando los hijos son jovenes, designar un periodo de tiempo para las tareas cada tarde o en la noche para leer, escribir y jugar. Haciendo esto creará un periodo de tiempo silencioso que ayudará a sus hijos a tomar la tarea como un hábito.

Ayude a sus hijos a trabajar en las asignaciones fuera de la clase. Arregle una area silencioso y comfortable con todo lo que sus hijos puedan necesitar-diccionario, lápices, papel, buen alumbramiento. Un escritorio en la recámara (dormitorio) es ideal. La mesa de la cocina está bien siempre y cuando todos sepan que cuando es hora de tarea no hacer ruido. Algunos niños pueden trabajar productivamente sentados cómodos en el piso. Apoye a sus hijos a estudiar en la manera que ellos creen es mejor.

*Translated from the NEA Pamphlet Help Your Child Get the Most Out of Homework, 1988

Appendix J

Homework hint number five translated into Spanish.

Appendix J

MIDDLE SCHOOL
(5)

Pregunta: ¿Debo permitir que mis hijos escuchen música o televisión mientras hacen la tarea?

Respuesta: Vea que es mejor para su hijo/a. Algunos estudiantes no tienen problema para concentrarse con la radio o el estereo prendido, mientras otros lo encuentran distraido. La televisión es otro problema. Los maestros no están de acuerdo en que los estudiantes estudian enfrente de la televisión prendido.

*Translated from the NEA Pamphlet Help Your Child Get the Most of Homework, 1988.

Appendix K

Homework hint number six translated into Spanish.

Appendix K

MIDDLE SCHOOL
(6)

Pregunta: ¿Qué tanto debo ayudar a mis hijos con sus tareas que les asignan?

Respuesta: Idealmente, estando en su casa mientras sus hijos estudian ayuda demostrar que usted piensa que la tarea es importante. Muchos padres no se sienten confortables con la tarea de sus hijos. Esa es una razón más para comunicarse con el maestro de sus hijos.

En los grados más altos, usted puede envolverse menos con las diarias asignaciones, pero usted deberá de seguir teniendo la necesidad de saber que es lo que se espera. Visite cada uno de los maestros de sus hijos y pregunteles que asignaciones le darán a sus hijos. Los maestros frecuentamente describen lo que ellos cubrirán en el curso de las polisas de la tarea durante la noche de padres.

*Translated from the NEA Pamphlet Help Your Child Get the Most Out of Homework, 1988

Appendix L

Homework hint number seven translated into Spanish.

Appendix L

MIDDLE SCHOOL
(7)

Pregunta: Uno de mis hijos trabaja duro pero sigue teniendo problemas con las tareas que le asignan. ¿Qué debo hacer?

Respuesta: Primeramente, asegurese que su hijo se siente confortable preguntandole al maestro acerca de las asignaciones o cualquier otra cosa que él o ella no entiende.

Si su hijo entiende el trabajo que ha sido asignado pero sigue sintiendose frustrado, tome nota. Eso puede significarse que necesita ayuda especial. Pregunte por una cita con el maestro. Ustedes dos necesitan discutir en como ayudar en las necesidades de sus hijos.

*Translated from the NEA Pamphlet: Help Your Child Get the Most Out of Homework, 1988

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Appendix M

Homework hint number eight translated into Spanish.

Appendix M

MIDDLE SCHOOL
(8)

Pregunta: ¿Es normal para mis hijos que algunas veces se parescan aburridos por las tareas asignados?

Respuesta: Es natural para los estudiantes que se quejan y se acomplejen de la tarea. Pero si sus hijos continuamente parecen aburridos po: la tarea asignada hable con el maestro de sus hijos.

Si un niño considerá los ejercicios de la tarea de matemáticas muy fácil o muy difícil, por un instante, discute ese punto con el maestro de su hijo. Los maestros desean que los estudiantes se beneficien de la tarea asignada. Haciendole saber al maestro esta situación, usted ayudará al maestro a cambiar las asignaciones con la habilidad del estudiante y niveles de madurez.

*Translated from the NEA Pamphlet Help Your Child Get the Most Out of Homework, 1988

Appendix N

Homework hint number nine translated into Spanish.

Appendix N

MIDDLE SCHOOL
(9)

Pregunta: Cuando les pregunto a mis hijos si tienen tarea, ellos dicen que la terminaron. ¿Cómo me puedo asegurar que ellos están haciendo su trabajo?

Respuesta: Haga la tarea un hábito diario. No le pregunte a sus hijos "¿Tienes tarea hoy?" Asuma que sus hijos tienen tarea para hacer todas las tardes. A un nivel de primaria usted querrá que sus hijos le presenten su tarea asi usted podrá checar, firmarla y poner la fecha.

*Translated from the NEA Pamphlet: Help Your Child Get the Most Out of Homework, 1988.

Appendix O

Homework hint number ten translated into Spanish.

Appendix O

MIDDLE SCHOOL
(10)

Pregunta: ¿Debería yo premiar a mi hijo/a por terminar las tareas o tener buenas notas?

Respuesta: A todos nosotros nos gusta saber cuando estamos haciendo un buen trabajo, y los niños no son una excepción. Reenfuerze los esfuerzos académicos de sus hijos con alabanza - seguido. Haga hábito de la alabanza.

De cualquier manera, tenga cuidado sobre ofrecerle dinero o regalos como premios. La mayoría de educadores prefieren ver a los padres reenforzar los esfuerzos de los estudiantes en una manera que no sea material. La siguiente ocasión su hijo hará un buen trabajo en el projecto de la escuela, tal vez planear una especial actividad familiar como premio.

*Translated from the NEA Pamphlet: Help Your Child Get the Most Out of Homework, 1988

Appendix P

Parent Survey Results

Appendix P

Cuestionario

1. ¿Ha asistido usted una reunión de la escuela antes de febrero, 1994?

   Sí _____ No 100%

2. ¿Ha asistido usted una reunión de la escuela después de enero, 1994?

   Sí _____ No 100%

3. ¿Qué sería requerida para facilitarle que usted pueda asistir las reuniones y actividades escolares?

   1. Parents recommended that meeting times be more flexible.
   2. Some parents preferred day meetings because of fear of traveling at night.
   3. Parents would attend meeting if they were in Spanish.
   4. Some parents lacked transportation.

4. ¿Cree usted que la escuela esta tratando mejor comunicar con los padres?

   Sí 100% No _____

5. ¿Le ayudó tener un maestro que habla español visitar la casa?

   Sí 100% No _____

6. ¿Le ayudó la comunicación por teléfono todos los domingos por el maestro?

   Sí 100% No _____ No tengo telefono 3

   * 100% of the of 12 surveys with telephones

7. ¿Le ayudó a su hijo/a el tutorial todos los martes?

   Sí 100% No _____